Chapters 5 - 8:

From CHOICE WORDS

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| ***Page*** | ***Ch*** | ***Interesting Section of the Chapter*** | ***My Thoughts, Comments & Questions /***  ***Things I Want to Remember*** |
| 44 | 5 | Start a Story by thinking of what you know (activating prior knowledge) | I like that the author allows for the students to be able to think of new problems in this way: “it puts the new problems in the context of the old, already solved problems.” It also reduces the magnitude (in the mind of the student) and opens the possibility of more connections. I see it like this: why reinvent the wheel? If you can make connections to your schema and are successful in working out the problem, like sounding out a word or making connections to understand the meaning of a word, then go ahead and do it. |
| 58 | 6 | “How did you know this” | In the classroom, any time I have heard kids assert something. Sometimes it sounds normal, however, sometimes it just sounds a little crazy and the teacher just goes ‘uh-huh’ and that’s that. Well, if it didn’t take up too much time (and I understand that sometimes it would) I like the idea of hold students accountable for their claims in class by asking them how they got their information. It is also a good time to clarify between scholarly and non-scholarly sources. |
| 68 | 7 | “You guys say such important things, it amazes me that you would talk while others are talking” | Small groups are hard to keep control of. Even if the teacher is engaged in one group, then others can get off task. Keep peers in line is good assignment for their..peers, and redirection by the teacher with comments like the one quoted is a good management strategy. It allows for the teacher to get a point across but not being directly mean to the offending student. And it may help them appreciate what their peers have to say about the topic of discussion. |
| 78 | 8 | Who do you think you’re talking to? | I have seen teachers talk to kids as if they are subordinates. I have seen a lot of it here at EWU. No matter where that happens, does that foster learning at all? Are there any benefits from that teaching behavior for the student? I don’t believe so and I sincerely hope that if I start to treat kids that way that I will catch myself and stop and redirect myself so I can be a more positive, effective teacher. |